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ABSTRACT

This paper responds to the complaints of several content area teachers that their students are not reading on grade level, and therefore are not able to engage in classroom activities. The paper is divided into two sections: the first section discusses research, effective instructional strategies, and steps to remedy the problem for working with low-level reading ability students in content area classes; and the second section discusses the special reading skills needed for content area subjects and provides lesson plans for teachers to work more effectively in helping at-risk students become more successfully engaged in classroom activities. The paper contains many illustrations of suggested activities for high school language arts and social studies classes. Contains 12 references. (NKA)

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Strategies and Steps to Teach Content Areas to Students Who Are Not Reading on Grade Level

by

Varavarnee Vaddhanayana

Course: Supervision and Administration of a Reading Program
Sponsor: DeKalb County School System
Instructor: Dr. Bill Hammond
Date: Summer 1998

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Several Content Area Teachers Have Complained That Students Are Not Reading On Grade Level, therefore, They Are Not Able To Engage In Classroom Activities.

What do teachers do and how can they develop lesson plans to accommodate at-risk students?

Strategies and Steps to Remedy the Problem.

By: Varavarnee Vaddhanayana

We work with students at many levels, with different educational backgrounds, and different languages and cultures. They are different and they do not all learn the same way or at the same time. Teachers assumed that students developed effective learning and study skills as they grew older and had more experience with school (Brown et al. 1983).

The inability to read has a direct relationship to the tendency of more and more young students to drop out of school and it is "the single most important factor in predicting which students would drop out of school" (Griffin 1987).

This paper is divided into two sections. The first section discusses researches, effective instructional strategies, and steps to remedy the problem for working with low-level reading ability students in content area classed. The second section discusses the special reading skills in content subjects , and lesson plans for teachers to work more effectively in helping at-risk students to become more successfully engaged in classroom activities.

What Do Research Say About The At-Risk Students?

At the middle and secondary levels, curriculum primarily focusses on content teaching and learning. Content area demands center around learning domain-specific and general concepts. Understanding of concepts is the foundation for acquisition and application of much knowledge in content areas (e.g., Meyer, 1991). Unfortunately, students have not developed the skills to learn effectively. They often lack much of concepts requisite to benefit from the secondary curriculum (Bos & Andes, 1987,1990). They also tend not to use efficient skills and strategies for learning, unless specifically cued to do so (Dole, Valencia, Greer, & Wardrop, 1991).

To help students achieve high standards teachers must collaborate their students in learning and applying both content and skills and strategies, needed for learning. A teacher can respond successfully to the instructional challenge of integrating the teaching of progress and content by taking a center role as planner and mediator of learning, in order to guide all students toward independence as learners (Bulgren & Lenz, 1996; Jones, Palincsar, Ogle, & Carr, 1987). Teachers must present their students with appropriate learning experiences that enhances students' ability to comprehend and master the content. Teachers must adopt strategic teaching practices that will help students acquire both concept critical to curricular content and learning strategies they need to be independent learners and processors of information.

EFFECTIVE INSTRUCTIONAL STRATEGIES FOR WORKING WITH LOW-LEVEL READING ABILITY STUDENTS

Analyze and Teach to Students' learning / reading style and their intelligences

David Kolb (Boyatzis and Kolb, 1991) identifies four predominant learning styles: Imaginative learners, Analytic learners, Common-Sense learners, and Dynamic learners. Howard Gardner (1983) describes 7 different aspects of " multi intelligences " by which individuals can come to know the world: Linguistic intelligence, Logical/Mathematical intelligence, Musical intelligence, Spatial/ Visual intelligence, Bodily/ Kinesthetic intelligence, Interpersonal intelligence, and Intrapersonal intelligence. Marie Carbo (1987) stresses that when reading instruction has matched, rather than mismatched, students ' preferred styles of reading, reading achievement and enjoyment of reading have tended to increase significantly.

Provide Opportunities for Students to Work in a Variety of Groupings

Cooperative learning provides the teacher with a model to improve academic performance and socialization skills " (Slavin, 1986 }. Design lessons that include opportunities for students to collaborate to negotiate meaning and teach one another. Present mini-lesson to the whole group, facilitate effective small-group discussions, encourage students to function in large-group settings.

Choose Multilevel Materials

Choose rich, multilevel materials. Use tradebooks, materials that have many visuals, provide context information, include graphic organizers. Provide authentic materials and allow opportunities for students to choose their own materials. This will enhance students' involvement, understanding and comprehension.

Activate Students ' Prior Knowledge

Teachers can help students link their own language to unfamiliar language or to a "bookish" syntactical sequence. Teacher models language features contained in the story during discussion of the story, carefully and deliberately enunciate unusual words, or asks students to repeat several times difficult language or pronunciation after hearing the teacher 's model. These techniques help remedy the mind and ear of the students and enable them to process novel words, phrases, and concepts more easily (Clay, 1991). Use also KWL (what I know, what I want to learn, and what I learned }to help to structure the activation, application, and integration of students ' prior knowledge.

Teach to Students Academic Language

In grade level content classes, students need to be able to understand the teacher ' explanations, discuss what is being learned, read for different purposed, and write about their learning, Teachers must model academic language appropriate to the content topics, have students identify new words and structure they encounter. Teachers must also provide practice in listening to content information and answering higher-level questions. Create opportunities for students to use academic language through cooperative activities. Have students describes, explain, justify, evaluate, and express understanding of and feelings about content topics and process. Have students read and write in every content subject.

Use Open-Ended Questions: Assign Open-Ended Tasks

Open-ended questions are not multiple-choice questions. When there are many right answers students have more opportunities in constructing their own answers that reflect their high-level of thinking rather than the meaningless memorization of the text book.

Develop Multicultural Classroom

Classroom instruction in multicultural context is enhanced when it involves students in learning about themselves first, then share the rich background with the class, so it becomes powerful tool both for identifying their similarities among students and how they differ from one another in positive way. Teachers can use diverse students as resources in teaching social studies and world languages.

Use a Variety of Reading Methods

To accommodate students ' reading strength, teachers should know and adapt some reading instructional methods to benefit students ' ability. For example, repeated reading, paired reading, choral reading, sustained silent reading, dialogue and discussion, think aloud, scaffolding, jigsaw, story grammar, cognitive { comprehension} and metacognitive { self questioning, visualizing, summarizing, and predicting }. Employ pre-reading guides to connect between the known { what is within the student ' s background of experiences } and the unfamiliar { a chapter in social studies text, for example }. Use Herring-bone technique to outline procedure of important information from paragraphs or a chapter. Use SQ3R strategies for increasing immediate understanding.

might need to explain these

Parental Involvement

Parents or guardians ' role are important to students ' achievement. Parents can be directly involved at school by assisting teachers with the lessons and classroom activities or at home by helping their children in learning. Teachers should often take time to contact parents about their children ' s progress or lack of it. Also, it is a good idea to have workshops for parents who need to learn how to read and other skills so they can communicate with teacher concerning their children school work.

All these instructional strategies would become effectively successful only if the teachers were willing to try and change their ways of teaching from being traditionist to becoming constructivists, who teach day to day life, engage students in social tasks, activate students' prior knowledge, apply cooperative / collaborative learning with hands-on manipulations and so forth. It takes teacher 's part in planning and working in hands with students of multilevel ability to make them become a life long learner. It is our job to educate every child to his fullest potential.

Section Two

This section consists of the special skills in content subjects, lesson plans, materials , and references.

What are the Special Reading Skills in Content Subjects?

English

ability to understand figurative language
ability to notice and analyze the theme
ability to analyze characters
ability to read dialect
ability to recognize mood and tone

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ability to recognize a climax and an anticlimax
ability to read a play
ability to recognize an author ' s style and how a selection fit into the writing of the period in which it was written
ability to follow a plot
ability to vary the reading rate for different forms of literature
ability to read and condensed idea of poetry
ability to apply the appropriate locational skills
ability to identify a story line
critical reading ability

Mathematics

understanding of specialized vocabulary
understanding of mathematical symbolism
critical reading ability
reading for problem-solving
reading various types of graphs, tables, diagrams, etc.
utilizing appropriate study strategies for reading verbal problems
understanding materials used to express relationships: formulas, axioms, etc.

Social Studies

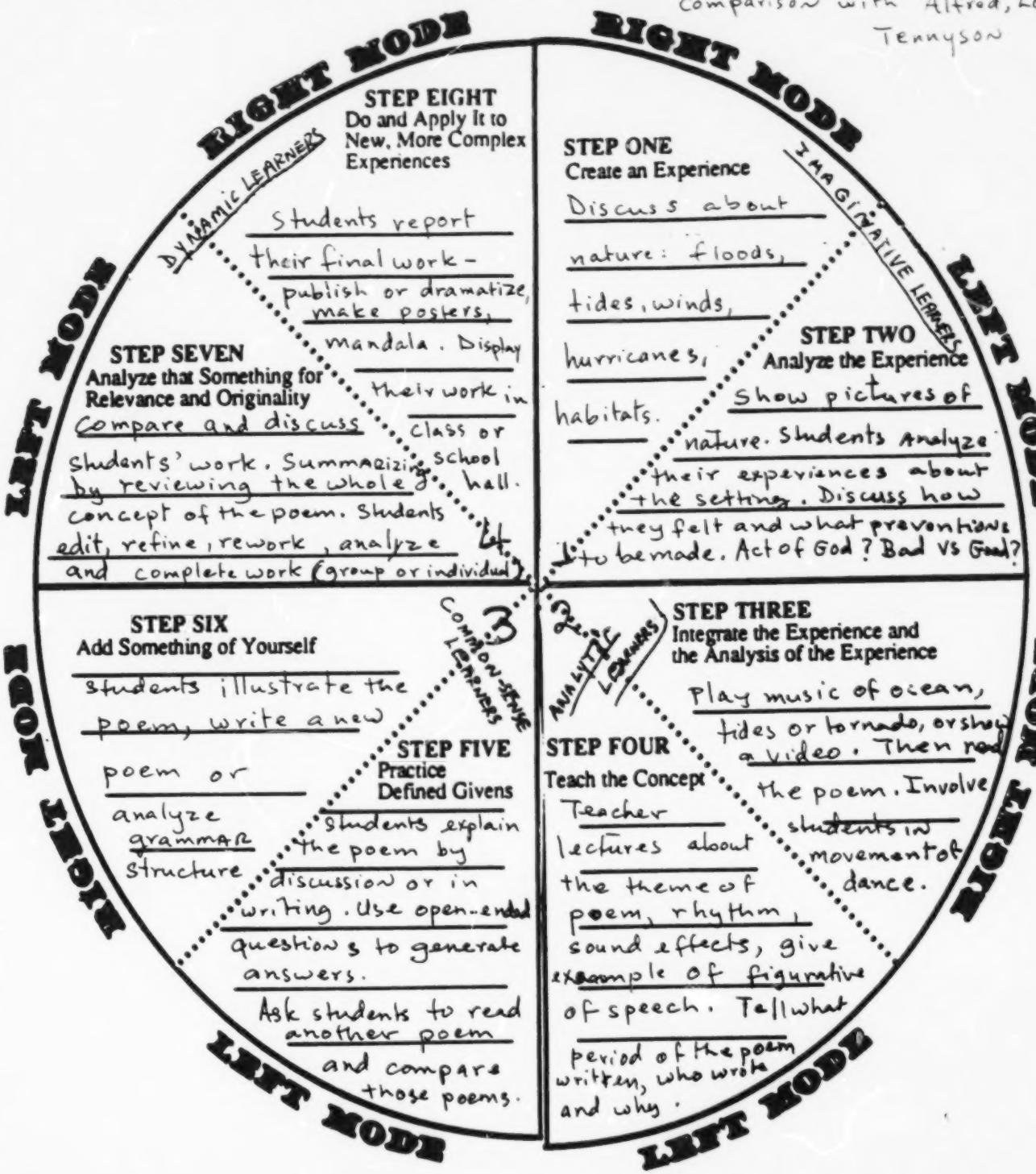
knowledge of specialized vocabulary
understanding cause-effect relationship
understanding the comparison-contrast pattern of organization
understanding the time-order pattern of organizatior
interpreting maps, graphs, and tables
understanding locational skills
interpretive comprehension ability
critical reading ability
creative reading ability
ability to evaluate propaganda techniques

Science

understanding of specialized vocabulary
ability to follow directions
ability to visualize
ability to interpret graphic aids such as formulas and diagrams
ability to employ structural analysis
critical reading ability
creative reading ability
understanding cause-effect relationships
understanding the various patterns of scientific writing

4MAT LESSON PLAN

Level - High School
Subject. English / Poetry by Henry Wadsworth Longfellow in comparison with Alfred, Lord Tennyson


RIGHT MODE
RIGHT MODE
LEFT MODE
LEFT MODE
RIGHT MODE
RIGHT MODE
LEFT MODE
LEFT MODE
DYNAMIC LEARNERS
IMAGINATIVE LEARNERS
ANALYTIC LEARNERS
COMMON SENSE LEARNERS
STEP EIGHT
Do and Apply It to New, More Complex Experiences
Students report their final work - publish or dramatize, make posters, mandala. Display their work in class or school hall.
STEP ONE
Create an Experience
Discuss about nature: floods, tides, winds, hurricanes, habitats.
STEP SEVEN
Analyze that Something for Relevance and Originality
Compare and discuss students' work. Summarizing by reviewing the whole concept of the poem. Students edit, refine, rework, analyze and complete work (group or individual)
STEP TWO
Analyze the Experience
Show pictures of nature. Students Analyze their experiances about the setting. Discuss how they felt and what preventions to be made. Act of God? Bad Vs Good?
STEP SIX
Add Something of Yourself
students illustrate the poem, write a new poem or analyze grammar structure
STEP THREE
Integrate the Experience and the Analysis of the Experience
Play music of ocean, tides or tornado, or show a video. Then read the poem. Involve students in movement of dance.
STEP FIVE
Practice Defined Givens
Students explain the poem by discussion or in writing. Use open-ended questions to generate answers.
Ask students to read another poem and compare those poems.
STEP FOUR
Teach the Concept
Teacher lectures about the theme of poem, rhythm, sound effects, give example of figurative of speech. Tell what period of the poem written, who wrote and why.

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4MAT Lesson Plan

Course: English: Literature / Poetry
Topic: America Romanticism : Human vs Nature
Grade: High School
Material: Elements of Literature, Fifth Course, p.152-154

This is an explanation of 4MAT wheel..

QUADRANT ONE : Integrating Experience With The Self
Answer to question " why? "

1. Right Mode : Create an Experience
Teacher More Active

Objective:

To discuss about nature, positive and negative forces of nature.
To foster group interaction skills.

Activity:

At the beginning of the class in a large group ,ask the class to think about any disastrous events caused by nature they experienced. Ask why they happened and why they were different or similar at the other parts of the world.

Divide the class into a group of 4. Each group will discuss in detail about their experiences with nature. Designate one student as a reporter.

Evaluation:

Participation- Service to the group. Finished report, and answers to the " why?"
Grade for quality of group presentation.

2. Left Mode

Analyze the Experience

Teacher More Active

Objective:

To have students reflect together on the experience.
To develop listening skills, opinion giving, their belief in nature , supernatural, scientific or spiritual events.

Activity:

Discuss above topics

Rules: Only one person can speak at a time. Think aloud is acceptable. Personal statements must be written on experience.

Evaluation:

Students write, make lists of insights gained from the experience and rank them in chronological order of events.

QUADRANT TWO

Concept Formulation, Answer the question " what ? "

Teacher ' s Role- Information Giver

3. Right Mode

Integrate Reflections into Concepts

Teacher More Active

Objective:

To use media to get students into the mood / tone of the poem.

To get students to involve in dance /dramatize to the music or video

Activity:

Students wash video or listen to the cassette the sound of nature { floods, tides, thunderstorms, winds etc. } for 7-10 minutes.

Teacher reads the poem of H.W. Longfellow. Ask students to reflect on the poem

Answer to the questions " what? " Use open-ended questions:

-What happened to the traveler?

-What do you think about the tides continuing to rise and fall ?

-What kind of mood was the poet in when he wrote the poem?

-What is the signification of footprints in the sand ?

Discuss only , no writing involved.

Evaluation:

Teacher grades on verbal responses and or on students ' artistic ability : dance / drama.

4. Left Mode

Develop theories and concepts

Teacher More Active

Objective:

To lecture about the American Romanticism period

To discuss the author ' s life and work

To explain a figure of speech, rhythm, stanza, etc.

To explain tone, mood

To listen to the poem and read along ,or paired reading { so the ones who cannot read will benefit from learning to read the unfamiliar words}.

To write analytically about the poem

Activities:

Teacher gives a series of lectures: Intellectual current of period: The Romantic Escape: Rip Van Winkle ' s story.

The Romantic Sensibility- imagination vs rationalism

{ Teacher can collaborate with the social studies on what happened during this period. government, conflicts,economy, etc. }

Evaluation:

Objective test on lecture. Use open-ended questions

-What do you think when you hear " the curlew calls ?"

-What is Onomatopoeia ?

-Did you read " Break, Break, Break " by Alfred, Lord Tennyson ? What impression do you have about his poem ? Was it an imitation of Longfellow ' s?

Teacher: Expand as much as you like on this step. It can be done in one period or one week upon how much you want them to know. Make it as a project.

QUADRANT THREE

Practice and Personalization
The common-sense learner ' s most comfortable place
Concern for Hands-on Experience
Answer the question " How does this work ?"
Teacher ' s Role- Coach / Facilitator

5. Left Mode

Working on Defined concepts
{ Reinforcement and manipulation }
Students More Active

Objective:

To reinforce information through manipulation of materials

Activities:

Students compare their classnotes, work in group . Students can help partners who are behind in reading, help with context pronunciation
Students select any poem of their choice { in any period of time }
read to partners or whole class;
Discuss the poem.
Illustrate the new and old poems

Evaluation:

Quality of explanation of poems they selected and / or illustration of poems and group collaboration.

6. Right Mode

" Messing Around "
{ Adding something of themselves }
Students More Active

Objective:

To integrate materials with personal expression of learning.
To enhance students ' creativity
To enhance students ' ability to find resource information and materials

Activities:

Students write a new poem.
Illustrate the poem
Analyze grammar structure if they don't want to write a poem
Write an essay instead, using words from the first two poems

Evaluation:

Quality of the new poem or essay.

QUADRANT FOUR

Integrating Application and Experience
The Dynamic Learner ' s Most Comfortable Place
Answer to the question " What If ? "
Teacher ' s role- Evaluator / Remediator

7. Left Mode

Analyzing their own application of the concepts for usefulness, originality, and as a stepping stone for future learning

Students More Active

Objective:

Enhance students ' ability to analyze their own plans for:

1. limits { is the project too big or too small ?"}
2. details { have they been specific enough?}
3. originality { is this their own?"}
4. relevance { does it tell something about the unit under study ?}
5. usefulness { what will they learn?}

Activity:

Students compare and discuss their work
Write the analysis for the teacher ' s approval
Students work in cooperative group or individually
Students edit, refine, rework, and analyze their complete work
It is extremely helpful for all the class to hear the teacher 's suggestions for improving personalization activities

Evalution:

Analysis of plan, work habits

8. Right Mode

Doing it and applying what they have learned to new, more complex experiences.
Students More Active

Objective:

To complete their personal learning project
To display or explain their project
To share what they have learned with the other students

Activity:

Students work on their project, report their final work and share what they have learned with the class. Display their work

Evaluation:

Projects graded for originality, ability and typify period under study, use of resources, and method of presentation to others

Henry, Wadsworth Longfellow
4MAT LESSON PLAN

Read this poem aloud to hear how rhythm and sound effects contribute to a particular atmosphere. How do the first two lines even imitate the rhythmic rise and fall of the tide itself?

The Tide Rises, the Tide Falls

The tide rises, the tide falls,
The twilight darkens, the curlew[2] calls;
Along the sea sands damp and brown
The traveler hastens toward the town,
And the tide rises, the tide falls.

Darkness settles on roofs and walls,
But the sea, the sea in the darkness calls;
The little waves, with their soft, white
hands,
Efface the footprints in the sands,
And the tide rises, the tide falls.

The morning breaks; the steeds in their
stalls
Stamp and neigh, as the hostler[12] calls;
The day returns, but nevermore
Returns the traveler to the shore,
And the tide rises, the tide falls.

2 **curlew:** large, brown wading bird.
12 **hostler:** stable hand.

Sunlight on the Coast by Winslow Homer (1890). Oil.

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Writing About the Poem

A Critical Response

Comparing and Contrasting Poems. Alfred, Lord Tennyson, a British contemporary of Longfellow, wrote poetry that rivaled even Longfellow's in popularity. Read the following poem by Tennyson. Then, in a brief essay, compare and contrast this lyric with Longfellow's "The Tide Rises, the Tide Falls." Before you write, you might fill out a chart like the one following the poem.

Break, Break, Break

Break, break, break,
  On thy cold gray stones, O Sea!
And I would that my tongue could utter
  The thoughts that arise in me.

O, well for the fisherman's boy,
  That he shouts with his sister at play!
O, well for the sailor lad,
  That he sings in his boat on the bay!

And the stately ships go on
  To their haven under the hill;
But O for the touch of a vanish'd hand,
  And the sound of a voice that is still!

Break, break, break,
  At the foot of thy crags, O Sea!
But the tender grace of a day that is dead
  Will never come back to me.

—Alfred, Lord Tennyson

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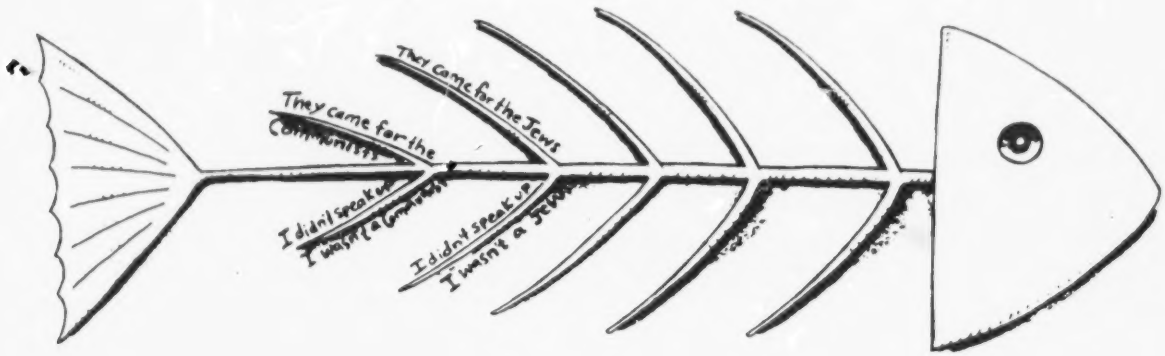
STUDENT JOURNAL #86

(Activity Master 70)

Use with student text page 177.

Fishbone Outline

1. Work in a small group.
2. Write what happened in the poem on the fishbone outline below.
3. Write the final result on the fish head.



4. Discuss/write:

   - Can you think of other situations like this one? _____

   - What do you think is the main idea of this poem? _____

(Activity Master 21)

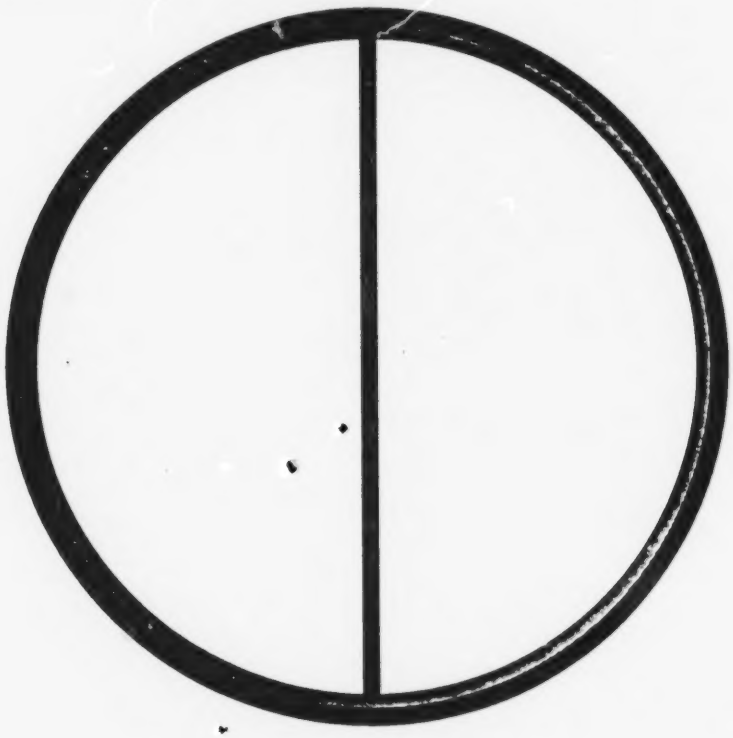
Use with student text page 48.

Mandala

A *mandala* is a symbol of the universe. It is a design in a circle shape.

Directions:

1. Draw a mandala with two parts on this sheet.
2. The two parts of the mandala show two contrasting pictures, for example, two sides of yourself.
3. Write about your mandala on the lines below.



Applicable Course: Language Arts, Social Studies

Topic: Olympics: Biographies

Objectives: The student will:

1. Recall the characteristics of a biography
2. Identify characteristics of a biography within a given biography
3. Summarize a biography of an Olympic athlete
4. Compare different Olympic athletes
5. Interview a partner and compose a biography of him/her
6. Design a crest to represent his/her partner
7. Work cooperatively within a group setting

Intelligences Addressed:

Linguistic: read, discuss, and write about Olympic athletes
Inter-personal: work in cooperative groups
Spatial: create and design a crest

Instructional Strategies:

The day before:

1. Divide the class into groups of three or four. Assign the following roles within each group: umpire, scorekeeper, and captain. In groups of four, also assign a coach.
2. Make name tags with groups roles for each student.
3. Prepare handout used to generate discussion when working with partners.
4. Collect Olympic athletes' biographies and copy one athlete's biography per group.
5. Copy crest handout and character wheel web handout.

At the beginning of class in large group: (about 5-7 minutes)

6. Ask the class to brainstorm as many Olympic athletes and their sport as possible. Ask the class why they were familiar with each athlete listed.
7. Introduce the term "biography". Go over the characteristics of a biography with the class. Write the characteristics on the board.
8. Explain the assignment- each group will be given an Olympic athlete biography to read and discuss with their group. Ask the groups to look for specific characteristics of biographies within the handout. Give each student a character wheel to record their information. Be ready to compare your athlete's life to another athlete's life.

9. Divide the class into groups, give out name tags for roles, give each group an Olympic athlete biography handout. Briefly explain the roles and explain that each student's grade is based on how well he/she works individually and as a whole.

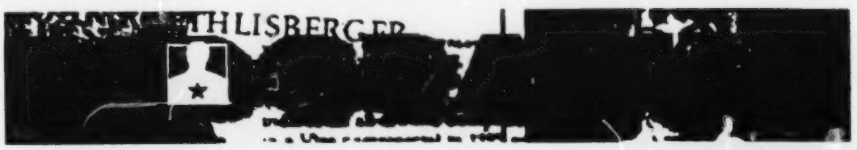
During the group activity: (15 minutes)
10. Circulate to answer questions and keep the groups on task.
11. Answer any questions that arise during group work.
12. When the class is finished with the assignment, ask the umpires in each group to discuss their group's results of studying an Olympic athlete. Compare different athletes' lives and sports using Venn diagram. *This may be done individually or on an overhead transparency as a whole group activity.

Follow-up activity: (20 minutes)
13. Ask the groups to break into smaller groups of two people.
14. Explain that you will interview your "partner" and write a short biography on him/her. A short list of questions will be provided to generate discussion. Explain that each partner will get a chance to interview and to be interviewed.
15. (Time permitting) Pass out a crest handout to each person. Ask for each person to create a crest describing his/her partner. *The completed crests can be displayed around the room on a bulletin board!

Closure: (5 minutes)
16. Have students share their biographies with the rest of the class. Ask students to identify the characteristics of a biography included within each story. Have students display the crests while they are reading their report.

Materials Needed:
- Olympic athlete biography handouts
  (Great Athletes of the 20th Century, Salem Press, 1992)
- Crest handout
- Character wheel web handout
- List of questions to generate discussions
- List of groups
- Name tags
- Chalk and board
- Paper and pencil

Assessment:
- Objectives 1,2,3- Teacher observation
- Objective 4- Completion of Venn diagram for participation grade
- Objective 5- Completion of written biography for daily grade
- Objective 6- Completion of crest for participation grade
- Objective 7- Completion of student evaluation sheet



Dominique Dawes

Search USA Gymnastics Online for Dominique Dawes

1996 Olympic Gold and Bronze Medalist (Team & Floor)
1996 Individual Event World Championships Bronze Medalist (Beam) and Finalist (Bars)
1994 Team World Championships Silver Medalist
1994 National Champion (all-around and four events)
1994 World Championships Event Finalist
1993 World Championships Silver Medalist (Bars & Beam)
1992 Olympic Bronze Medalist
1992 National Uneven Bars Champion
1992 World Championships Team Member

Hometown: Silver Spring, Md.
Birth Date/Place: November 20, 1976/Silver Spring, Md.
Club: Hill's Gymnastics
Coach: Kelli Hill
School: University of Maryland
Year in School: Sophomore
Years on Senior National Team: 6 (1991-92, 1992-93, 1993-94, 1994-95, 1995-96, 1996-97)
Began Gymnastics: 1983
Favorite Apparatus/Event: All
Hobbies: Cooking, going to movies, singing, acting

Dawes was a member of the 1996 Gold Medal Olympic Team where she also became the first African-American to win an individual event medal with her bronze on floor. She and her teammates appeared on the Wheaties cereal box and have also appeared on numerous television shows since their gold medal win. Dawes has appeared in the Broadway hit Grease and in Prince's music video entitled "Betcha By Golly Wow." She's also trying her hand at acting and modeling. Dawes won the 1996 Olympic Trials and all four events at the 1996 Coca-Cola National Championships. A 1992 Olympic Bronze Medalist and a four-time World Championships medalist, she has won more national championships since 1963 (15) than any other athlete, male of female. She swept the 1994 Coca-Cola National Championships, winning the all-around and all four event titles, the first gymnast to accomplish this feat since Joyce Tanac Schroeder won the all-around and all four events at the 1969 AAU National Championships. Dawes won the 1995 Arch McDonald Award, presented by the Touchdown Club of Washington, D.C. She also won the 1995 Henry P. Iba Citizen Athlete Award, presented annually to two outstanding athletes who have demonstrated good citizenship. She was named 1994 Sportsperson of the Year by USA Gymnastics and was a finalist for the 1994 AAU Sullivan Award which recognizes the USA's top amateur athlete. Her coach and teammates call her "Awesome Dawesome."

International Competition

- 1997 Reese's International Gymnastics Cup, Anaheim, Calif.; 3rd-AA (with Dominique Moceanu)
- 1996 Olympic Games, Atlanta, Ga.; 1st-Team, T17th-AA, 3rd-FX, 4th-UB, 6th-V

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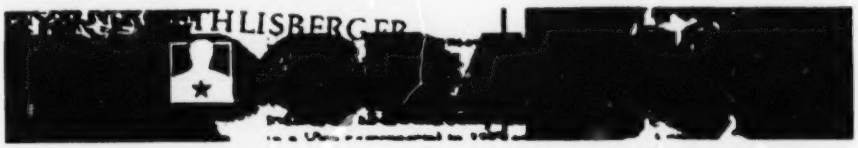
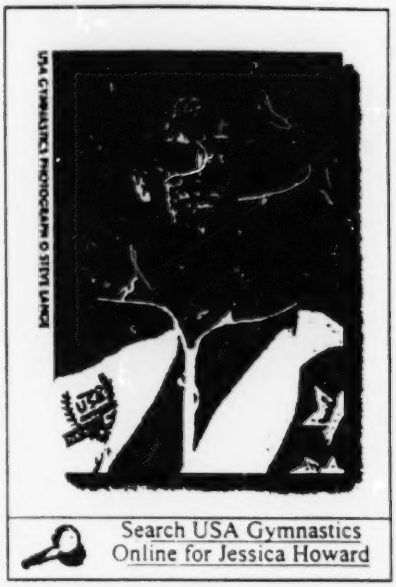
- 1996 Individual Event World Championships, San Juan, PUR; 3rd-BB, 11th-UB
- 1995 Budget Rent a Car Invitational, San Jose, Calif.; 1st-Team, 2nd-AA
- 1995 Visa Challenge, Fairfax, Va.; 1st-Team, 7th-V, 1st-UB & BB (did not compete all-around)
- 1994 Fukuoka Cup, Fukuoka, JPN; 4th-V, T2nd-UB, T1st-BB, T3rd-FX
- 1994 Chunichi Cup, Nagoya City, JPN; 6th-AA, 4th-V, 1st-UB & BB, T2nd-FX
- 1994 Team World Championships, Dortmund, GER; 2nd-Team
- 1994 Hilton Challenge, Phoenix, Ariz.; 1st-Team, 1st-AA
- 1994 World Gymnastics Championships, Brisbane, AUS; 5th-AA, 4th-UB, 6th-BB & FX
- 1994 International Mixed Pairs, West Palm Beach, Fla.; 1st-AA (with John Roethlisberger)
- 1994 McDonald's American Cup, Orlando, Fla.; 1st-AA, V, BB & FX
- 1994 Reese's World Gymnastics Cup, Baltimore, Md.; 2nd-AA, UB, BB & FX
- 1993 Hilton Challenge, Los Angeles, Calif.; 1st-Team, 2nd-AA
- 1993 World Gymnastics Championships, Birmingham, GBR; 4th-AA, 2nd-UB & BB
- 1993 Reebok International Mixed Pairs, Atlanta, Ga.; 8th-AA (with Gregg Curtis)
- 1993 McDonald's American Cup, Orlando, Fla.; 7th-AA (preliminaries)
- 1992 Olympic Games, Barcelona, ESP; 3rd-Team, 26th-AA (Competition I)
- 1992 World Gymnastics Championships, Paris, FRA; (advanced to semi-finals-16th-V)
- 1992 Dodge Challenge: USA vs. JPN, Phoenix, Ariz.; 1st-AA & Team (10.00-FX)
- 1991 Dutch Open, The Hague, NED; 2nd-AA, 3rd-FX, 4th-V, 6th-UB, 2nd-BB
- 1991 McDonald's International Mixed Pairs, Atlanta, Ga.; 7th-AA (with Daniel Giubellini, SUI)
- 1991 McDonald's American Cup, Orlando, Fla.; 5th-AA (preliminary competition)
- 1990 Trofeu Principle de Asturias, Ovieda, ESP; 10th-AA
- 1989 Konica Grand Prix, Brisbane, AUS; 16th-AA

National Competition

- 1998 American Classic, Orlando, Fla.; 8th-AA, T1st-V, 5th-UB, T11th-BB, T17th-FX
- 1996 U.S. Olympic Trials-Gymnastics, Boston, Mass.; 1st-AA
- 1996 Coca-Cola National Championships, Knoxville, Tenn.; 6th-AA, 1st-V, UB, BB & FX
- 1996 American Classic/World Championships Trials, Tulsa, Okla.; 2nd-AA
- 1995 World Team Trials, Austin, Texas; 5th-AA
- 1995 Coca-Cola National Championships, New Orleans, La.; 4th-AA, 1st-UB & FX, 3rd-BB, 4th-V
- 1994 NationsBank World Team Trials, Richmond, Va.; 1st-AA
- 1994 Coca-Cola National Championships, Nashville, Tenn.; 1st-AA, V, UB, BB & FX
- 1994 American Classic/World Championships Trials, Orlando, Fla.; 1st-AA
- 1993 Coca-Cola National Championships, Salt Lake City, Utah; 2nd-AA, 1st-V & BB, 2nd-FX, 3rd-UB
- 1993 U.S. Classic, Austin, Texas; 1st-AA
- 1993 American Classic/World Championships Trials, Murray, Utah; 2nd-AA, UB & FX, 1st-V, 4th-BB
- 1992 U.S. Olympic Trials, Baltimore, Md.; 4th-AA
- 1992 U.S. Gymnastics Championships, Columbus, Ohio; 4th-AA, 1st-UB
- 1991 World Championships Team Trials, Indianapolis, Ind.; 15th-AA (injured-did not finish)
- 1991 U.S. Gymnastics Championships, Cincinnati, Ohio; 9th-AA, T1st-FX
- 1991 U.S. Classic, Huntington Beach, Calif.; 6th-AA
- 1990 American Classic, Tempe, Ariz.; 6th-AA, 2nd-FX
- 1990 U.S. Gymnastics Championships, Denver, Colo.; 3rd-AA (junior division)
- 1989 American Classic, Dallas, Texas; 4th-AA & FX, 3rd-V & BB, 8th-UB
- 1989 U.S. Olympic Festival, Oklahoma City, Okla.; 12th-AA (Junior National Championships)
- 1989 American Classic, Oakland, Calif.; 4th-AA, 2nd-V, 3rd-UB, 6th-FX, 9th-BB (junior division)
- 1988 U.S. Gymnastics Championships, Houston, Texas; T17th-AA (junior division)



Jessica Howard



Search USA Gymnastics Online for Jessica Howard

Hometown: Jacksonville, Fla.
Residence: Jacksonville, Fla.
Date/Place of Birth: February 4, 1984 Jacksonville, Fla.
Club: International Rhythmic Gymnastics
Coach: Efrossina Anguelova
School: Home schooled
Year in School: 9th (Fall '98)
Began Gymnastics: 1993
Favorite Apparatus/Event: All
Hobbies: Reading, ballet, movies

Jessica is the oldest of four children of Dale (bishop) and Jennifer (housewife) Howard. Jessica started in artistic gymnastics, but suffered two broken ankles, one at age 5 and the second two years later. She began rhythmic gymnastics at the age of 9. She has been to Holland and Paris to take part in a Christian dance intensive. She has three pets; a dog, Precious; a cat, Kit-Cat; and a bird, Angel. Jessica has a younger brother, Peter, and two younger sisters, Bethany and Ruth, who is competing in rhythmic gymnastics.

International Competition

- 1997 International Cup of Holon, Holon, ISR; 13th-AA (jr. div.)
- 1997 Junior Pacific Alliance Championships, Colorado Springs, Colo.; 1st-team, 4th-AA, 5th-hoop, 6th-ball, 6th-ribbon

National Competition

- 1998 U.S. Rhythmic National Championships, Colorado Springs, Colo.; 2nd-AA, T1st-rope & ribbon, 4th-hoop, 1st-ball
- 1998 Western Open, Downers Grove, Ill.; 1st-AA (jr. div.)
- 1998 Eastern Open, Tampa, Fla.; 1st-AA (jr. div.)
- 1998 Rhythmic Challenge Championships; 2nd-AA (jr. div.)
- 1997 Rhythmic National Championships, Houston, Texas; 5th-AA & rope, 2nd-hoop, ball & ribbon (jr. div.)

updated: 16 Jun 1998

Chris Lamorte

Search USA Gymnastics Online for Chris Lamorte

1996 Individual Event World Championships Finalist

Hometown: Long Island, N.Y.
Residence: Albuquerque, N.M.
Date/Place of Birth: July 19, 1974/ Queens, N.Y.
Club: Gold Cup
Coach: Ed Burch
Former College: University of New Mexico (1992 & 1993)
Years on National Team: 1 (1995-96)
Began Gymnastics: 1981
Favorite Apparatus/Event: Still Rings
Hobbies: Ice Hockey

LaMorte went to the University of New Mexico in 1992 and 1993 and was the NCAA rings champion both years. He was offered a scholarship in both soccer and gymnastics at the University of New Mexico and chose gymnastics because he found it more exciting. He took some time off to train and plans to return to the University of New Mexico after the 1996 World Championships. LaMorte qualified to the 1996 World Championships team at the 1996 Winter Cup Challenge by winning rings. This will be his first international competition. He said, "I've trained for this my whole life. The World Championships is the highest level a specialist can achieve." LaMorte trains five days a week approximately two hours a day. LaMorte is an instructor at Gold Cup Gymnastics and is an intricate part of the gym's strength program. He has two sisters and a brother. His sister will attend Stanford and do gymnastics. His brother won the Class VI New York State Gymnastics Meet. His other sister is a ballerina.

International Competition

- 1996 Individual Event World Championships, San Juan, Puerto Rico; 7th-SR

National Competition

- 1996 Winter Cup Challenge, Colorado Springs, Colo.; 1st-SR
- 1994 NCAA National Championship; 1st-SR
- 1993 NCAA National Championship; 1st-SR

updated: 01 May 1996

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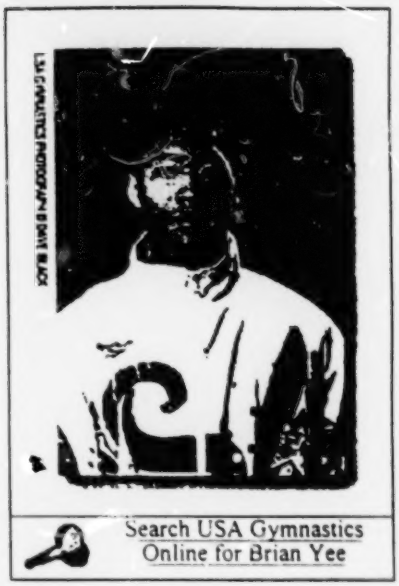
Brian Yee



Search USA Gymnastics Online for Brian Yee

Hometown: Houston, Texas
Residence: Minneapolis, Minn.
Birth Date/Place: August 10, 1973
Club: University of Minnesota
Coach: Fred Roethlisberger
College: University of Minnesota
Major: Psychology & Speech Communications
Year: Senior-fifth year (Fall, '95)
Years on National Team: 3 (1992-93, 1993-94, 1995-96)
Began Gymnastics: 1980
Favorite Event: Pommel horse
Hobbies: Playing guitar

Yee began gymnastics at age seven because he had allergies and couldn't play outdoor sports. He has a younger sister who is also involved in gymnastics.

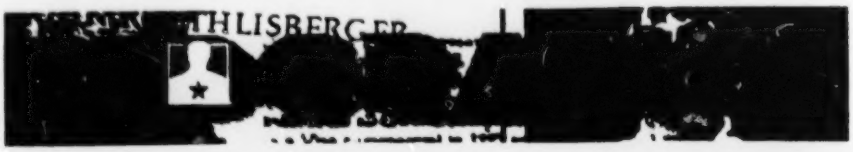
International Competition

- 1995 World Championships, Sabae, Japan; 9th-Team (alternate)
- 1995 International Mixed Pairs, Seattle, Wash.; 7th-AA (with partner Mina Kim)

National Competition

- 1996 Winter Cup Challenge, Colorado Springs, Colo.;17th-AA,2nd-PH
- 1995 World Team Trials, Austin, Texas; 8th-AA
- 1995 Coca-Cola National Championships, New Orleans, La.; 10th-AA, 2nd-V, 6th-PB
- 1995 U.S. Olympic Festival, Boulder, Colo.; 3rd-AA & PB, 1st-PH, 2nd-V
- 1995 Winter Cup Challenge, Colorado Springs, Colo.; 5th-AA
- 1994 NCAA Championships, Lincoln, Neb.; 7th-PH
- 1994 Winter Cup Challenge, Colorado Springs, Colo.; 14th-AA
- 1993 U.S. Gymnastics Championships, Salt Lake City, Utah; 17th-AA, 2nd-PH
- 1992 U.S. Gymnastics Championships, Columbus, Ohio; 5th-AA (Team Atlanta)
- 1992 NCAA Championships, Lincoln, Neb.; 3rd-PH
- 1992 Winter Nationals, Colorado Springs, Colo.; 15th-AA (Team Atlanta)
- 1991 U S. Olympic Festival, Los Angeles, Calif.; 6th-AA
- 1991 U.S. Gymnastics Championships, Cincinnati, Ohio; 8th-AA
- 1990 U.S. Gymnastics Championships, Denver, Colo.; 16th-AA

updated: 06 Feb 1996



Dominique Moceanu

Search USA Gymnastics Online for Dominique Moceanu

1997 World Championships Team, Individual All-Around Finalist
1996 Olympic Gold Medalist
1995 World Championships Silver & Bronze Medalist
1995 Senior National Champion
1994 Junior National Champion

Hometown: Hollywood, Calif.
Residence: Houston, Texas
Birth Date/Place: Sept. 30, 1981/Hollywood, Calif.
Club: Moceanu Gymnastics, Inc.
Coach: Luminita Miscenco
School: Northland Christian
Year in School: 11th (Fall '97)
Years on National Team: 6 (1992-93, 1993-94, 1994-95, 1995-96, 1996-97, 1997-98)
Began Gymnastics: 1984
Favorite Event: Floor exercise, balance beam
Hobbies: Swimming, reading, listening to music, shopping, playing on her computer

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Moceanu was the youngest member (14) of the 1996 Gold Medal Olympic Team and finished ninth in the all-around competition. With the new minimum age rules, she is assured of retaining the record for being the youngest U.S. gymnast ever to win an Olympic gold medal. When she and her teammates appeared on the Wheaties cereal box, she became the youngest athlete ever to receive the honor. While she is the youngest member of the 1997 World Championships Team, she has the broadest range of international experience among the USA women. She earned the only USA individual medal (silver on beam) at the 1995 World Championships and had the highest USA all-around finish. She vaulted from Junior National Champion in 1994 to Senior National Champion in 1995, becoming the youngest Senior National Champion in history (age 13). At age 10, she was the youngest athlete to ever to qualify to the U.S. Junior National Team. Her first international all-around title came at the 1995 Visa Challenge. She was USOC SportsWoman of the Month for April and September '95. A nominee for the 1995 Sullivan Award, honoring the USA's top amateur athlete, she received the McDonald's 1996 Break Through To Be Your Best Award. Her goal after gymnastics is to be involved in sports medicine. Her Romanian-born parents came to the U.S. in 1980; both were competitive gymnasts -- her father, Dumitru, was on the Romanian Junior National Team and mother Camelia was a Level 10 gymnast. Her younger sister, Christina, also is gymnast. Dominique speaks fluent Romanian. Before moving to Houston to train with Bela Karolyi, the family lived in California, Illinois and Florida. Dominique was featured on the cover of Vanity Fair in 1996 and appeared in a Kodak TV commercial. She has a book, Dominique Moceanu: An American Champion, on the market. Her family owns Moceanu Gymnastics, a club in Houston.

International Competition

- 1997 World Gymnastics Championships, Lausanne, Switzerland: 6th-Team, 14th-AA
- 1997 Reese's International Gymnastics Cup, Anaheim, Calif.; 3rd (with Dominique Dawes)
- 1997 International Team Championships (USA, CHN, ROM), Cincinnati, Ohio; 2nd-Team
- 1996 Olympic Games, Atlanta, Ga.; 1st-Team, 9th-AA (Competition II), 4th-FX, 6th-BB
- 1995 World Championships, Sabae, Japan: 5th-AA, 3rd-Team, T2nd-BB, T7th-FX
- 1995 Visa Challenge, Fairfax, Va.; 1st-AA, Team & FX, 3rd-V & BB, 2nd-UB
- 1995 Reese's International Gymnastics Cup, Portland, Ore.; 1st-UB, 3rd-BB, 4th-FX
- 1993 International Tournament of Jr. Women's Gymnastics, Charleroi, Belgium; 5th-AA, 1st-Team & BB, 3rd-UB
- 1992 Jr. Pan American Games: 2nd-AA, 1st-Team, V, UB & FX

National Competition

- 1997 John Hancock U.S. Gymnastics Championships, Denver, Colo.; 9th-AA, T12th-V, 23rd-UB, 17th-BB, 2nd-FX
- 1996 U.S. Olympic Trials-Gymnastics, Boston, Mass.; 2nd-AA (did not compete; scores carried from 1996 Coca-Cola National Championships)
- 1996 Coca-Cola National Championships, Knoxville, Tenn.; 3rd-AA
- 1995 World Team Trials, Austin, Texas; 1st-AA
- 1995 Coca-Cola National Championships, New Orleans, La.; 1st-AA, 2nd-FX, 3rd-V, 5th-BB, 6th-UB
- 1995 American Classic/Pan American Games Trials, Oakland, Calif.; T2nd-AA, 1st-V, 9th-UB, 3rd-BB, 3rd-FX
- 1994 Coca-Cola National Championships, Nashville, Tenn.; 1st-AA and V, T1st-FX, 3rd-UB & BB (junior division)
- 1994 American Classic/World Championships Trials, Orlando, Fla.; 4th-AA (junior division)
- 1993 Coca-Cola National Championships, Salt Lake City, Utah; T7th-AA (junior division)
- 1993 U.S. Classic, Austin, Texas; 8th-AA (junior division)
- 1993 U.S. Olympic Festival, San Antonio, Texas; 12th-AA, 4th-FX
- 1993 American Classic, Murray, Utah; T10th-AA, 5th-FX, 7th-V, 15th-UB, 16th-BB (junior division)
- 1992 U.S. Gymnastics Championships, Columbus, Ohio; 5th-AA, 2nd-BB (junior division)
- 1992 U.S. Classic, Knoxville, Tenn.; 10th-AA, 4th-BB (junior division)
- 1991 U.S. Classic, Salt Lake City, Utah; 7th-AA, 1st-BB, 5th-UB (junior division)

See also: Dominique Moceanu's homepage.

updated: 16 Jan 1998

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URL: http://www.usa-gymnastics.org/athletes/bios/m/dmoceanu.html

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Biography Questions

What is your name?

Where and when were you born?

Describe your family.

What are your likes and pet peeves?

What is your favorite pastime or hobby?

Where did you go to school?

What do you want to be when you grow up and why?

What are your community involvements?

What are your goals and dreams?

If you could have one wish, what would it be?

Who do you most admire and why?

Group Questions

1. How old is the gymnast?
2. How long has this person been a gymnast?
3. What medals or awards has the person received?
4. What other interests does your person have other than gymnastics.
5. How is this person an example of courage and determination?
6. How is music an important part of this person's routine?
7. How would a gymnast prepare for a competition?
8. What skills are necessary to become a top-notch gymnast?
9. Why would a gymnast need to keep his/her body in excellent physical condition?
10. Why is it important for a gymnast to be familiar with the balance beam?

Designing a Crest

Family Motto

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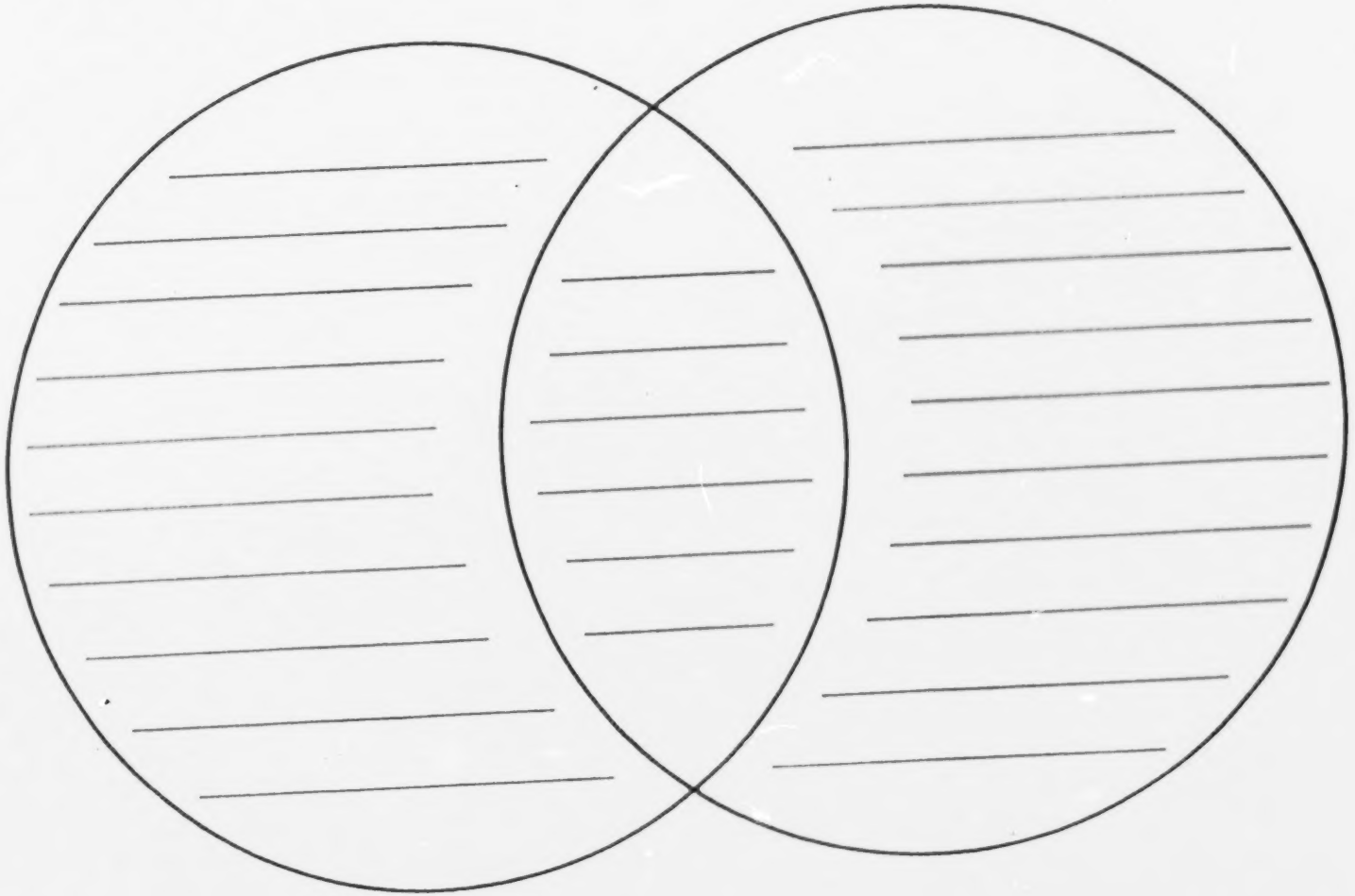
Name: _____

Venn Diagram



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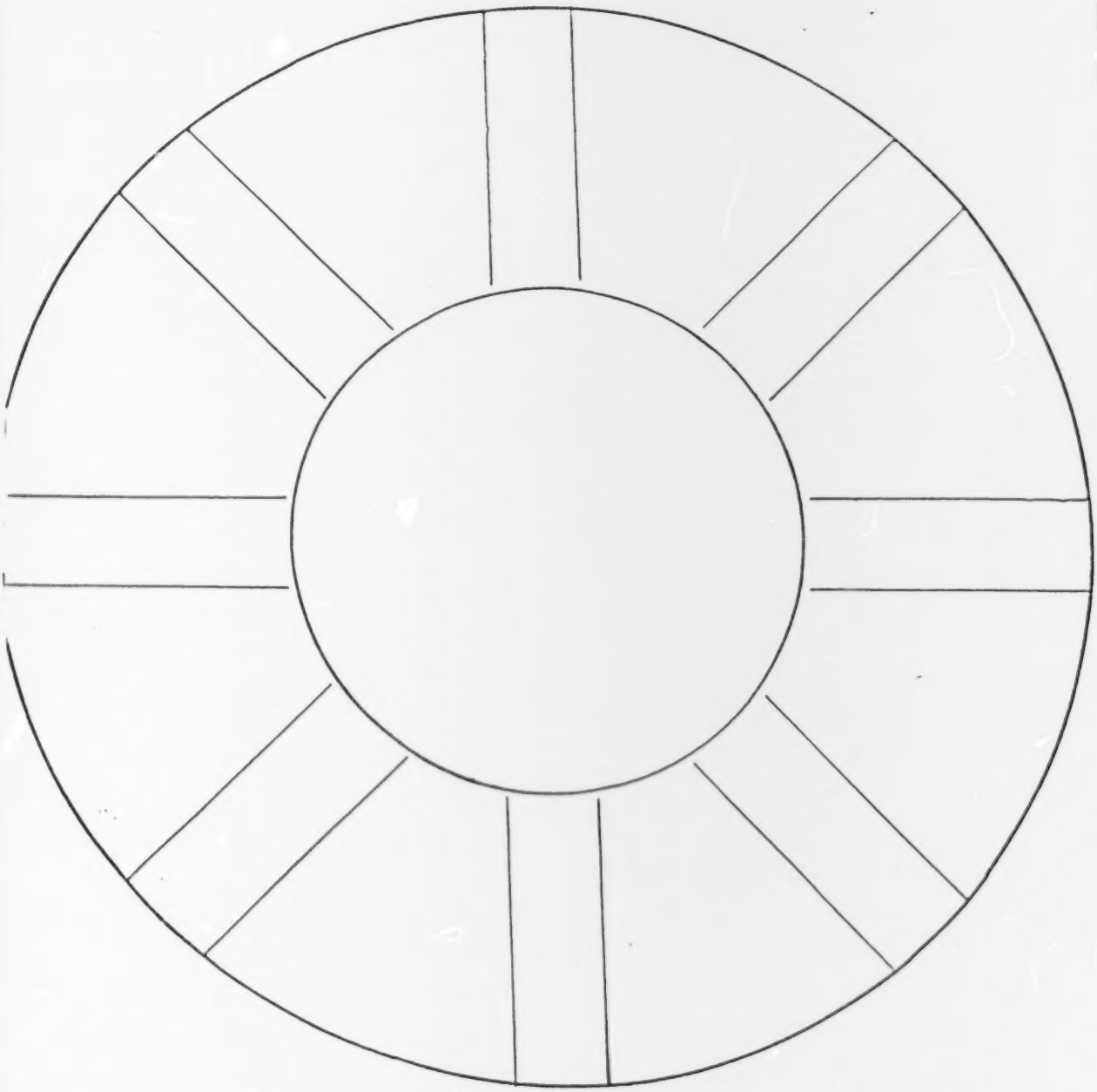
CHARACTER WHEEL



Topic Olympics- Metric Measurement
Content Areas: Math, Social Studies, Science

Objectives:

1. Students will estimate measurements.
2. Students will compare estimates to actual measurements.
3. Students will demonstrate skills of measuring in grams, centimeters and milliliters.
4. Students will calculate conversions of measurements.
5. Students will compare and order differences.
6. Students will evaluate sportsmanship of participants.

Intelligences Addressed:

Logical Mathematical - Measuring, calculating differences, comparing and ordering
Kinesthetic - Olympic activities
Interpersonal - Work in small groups
Intrapersonal - Journal reflection on sportsmanship

Materials:

Paper plates	Dish sponges with water
Drinking straws	Square centimeter graph paper
Cotton balls	Balance measuring in grams
Marbles in a bowl	Container measuring in milliliters
Unmarked water container	Visuals of Javelin, Discus and Shot Put

Instructional Strategies:

1. "Sponge" activity: Why do runners in a track race longer than 400 meters have staggered starting points?
2. Discuss sponge activity and ask students to name other track and field events. This will lead into discussion of the Olympic events: Javelin, Discus, and Shot Put.
3. Ask volunteers to demonstrate these three events.
4. Display overhead or visual exemplifying the three events and techniques.
5. Introduce the Mini-Metric Olympics.
   - Discuss the events.
   - Review estimation
   - Review use of measuring devices
   - Review sportsmanship

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6. Regroup students into their countries (chosen in previous lesson) with their country's flag (created in previous lesson).
7. Create groups from existing groups so that a representative from different countries work together at stations.
8. Stations must include: A task card
   Materials for one or two students to perform activity described on task card.
   Sufficient space for activity
9. Groups begin at different stations and rotate, at teacher's command, around the room until all activities have been completed by each student.
10. Students will write their results on the board with their country's name after the number.
11. The class will compare and order the results of each event to find the first, second and third place finishers.
12. Hold a short awards ceremony to recognize the Gold, Silver and Bronze recipients for each event.
13. Students will calculate the amount of medals received for each country and determine the winner.
14. Have students respond in their math journals to the following topics, when applicable: Feelings toward gold medalists.
    Feelings about being a gold medalist.
    Feelings about being a silver or bronze recipient.
    Feelings about not placing in the top three.
    Feelings toward fellow countrymen/teammates.
    Feelings about being the winning country.
    Feelings about not being the winning country.
    Other feelings experienced during this activity.
15. Homework assignment- Convert all gram measurements to milligrams and kilograms; all milliliters to liters; all centimeters to millimeters, meters and kilometers.

Assessment:

Teacher will observe measuring techniques and skills during activity.
Students will submit their individual activity record sheet for evaluation of estimation skills, accurate measurement, correct calculation of differences and correct conversions of measurements.
Teacher will observe sportsmanship during activities and awards ceremony.
Teacher will observe students comparing and ordering results as a class.
Students will submit math journals for evaluation of complete responses to suggested topics.

Materials Obtained From:

Project AIMS Education Foundation
World Book Encyclopedia

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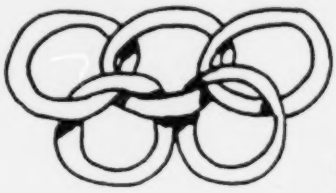
MINI-METRIC OLYMPICS



COMPETITOR _____

TEAM CAPTAIN _____

EVENT	ESTIMATE	ACTUAL	SCORE (DIFFERENCE)
1. PAPER PLATE DISCUS	_____ cm	_____ cm	_____
2. PAPER STRAW JAVELIN	_____ cm	_____ cm	_____
3. COTTON BALL SHOT PUT	_____ cm	_____ cm	_____
4. RIGHT HANDED MARBLE GRAB	_____ g	_____ g	_____
5. LEFT-HANDED SPONGE SQUEEZE	_____ ml	_____ ml	_____
6. BIG FOOT CONTEST	_____ cm^2	_____ cm^2	_____

TOTAL _____

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COTTON BALL SHOT PUT

1. Place feet on starting line. Throw the "cotton ball shot." (One throw only.)
2. Estimate the distance (in cm) that you put the "shot." Record.
3. Measure distance from starting line to the position of the cotton ball. Record.

MINI-METRIC OLYMPICS
TASK CARD

RIGHT-HANDED MARBLE GRAB

1. With the right hand only, grab a fistful of marbles from the container.
   Place marbles on a balance scale.
2. Estimate (in grams) the mass of marbles you grabbed in your right hand. Record.
3. Measure the mass of the marbles. Record.

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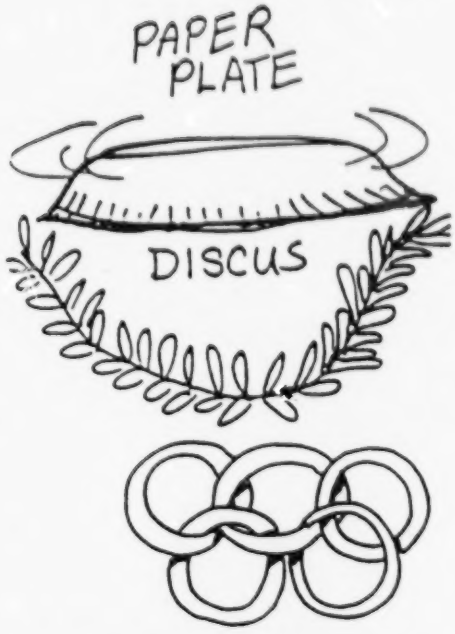
PAPER STRAW JAVELIN THROW 134

1. Place feet on starting line. Throw "javelin". (One throw only.)
2. Estimate the distance (in cm) that you threw the "javelin." Record.
3. Measure distance from starting line to the position of the "javelin." Record.

MINI-METRIC OLYMPICS
TASK CARD

PAPER PLATE DISCUS



1. Place feet on starting line. Throw the "discus" (one throw only)
2. Estimate the distance (in cm) that you threw the "discus." Record.
3. Measure distance from starting line to the position of the paper plate. Record.

MINI-METRIC OLYMPICS
TASK CARD

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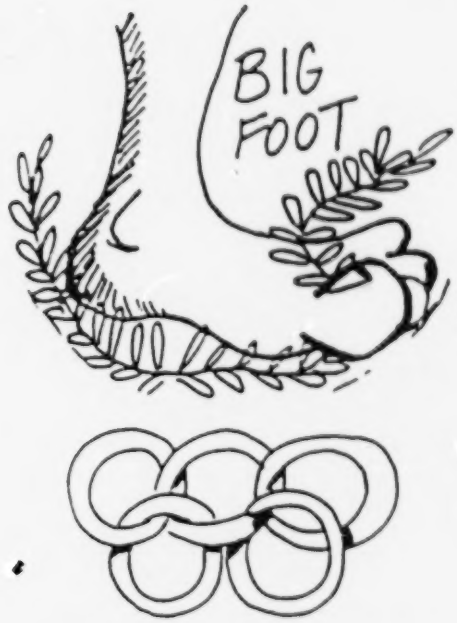
LEFT-HANDED SPONGE SQUEEZE

1. Have sponge soaking in large bucket of water. Observe.
2. Squeeze sponge into separate container. (one squeeze only)
3. Estimate the amount of water (in ml) you squeezed out of the sponge. Record.
4. Measure water squeezed. Record.

MINI-METRIC OLYMPICS
TASK CARD

BIG FOOT WAS HERE!



1. Remove one shoe. Trace around your foot on square centimeter graph paper.
2. Estimate in square cm the area of your foot print. Record.
3. Figure the area of your foot print. Record.

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Math + Science, A Solut

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